

# **ARIZONA CAREER LADDER PROGRAM RESEARCHED RESULTS, 1985 - 2002**

## **Mary Walton Braver (1989, ASU), (Career Ladder Pilot Project)**

### **Analysis of the impact of the Career Ladder on student academic achievement using a comparison of prior to and following implementation**

- 1) Average student achievement in Career Ladder districts showed a definite increase after Career Ladder was introduced. The change in achievement level was consistent for each of the three years after Career Ladder implementation
- 2) Average student achievement in Career Ladder districts exceeds that in non-Career Ladder districts. The difference in average student achievement between the two types of districts increases after the introduction of Career Ladder in favor of the Career Ladder districts

## **Packard and Dereshiwsky (1990)**

### **Positive outcomes were noted for Career Ladder teachers related to:**

- 1) student achievement
- 2) curriculum and instruction and
- 3) teacher skills development and leadership.

In the area of **student achievement and production outcomes**, Career Ladder teachers demonstrated a/an:

- Increased ability to document pre- and post-tests and to assess associated gain scores.
- Increased ability to define measurable outcomes in “hard to quantify areas” (e.g., art, music, phys/ed).
- Greater emphasis on student achievement documented in teachers’ action plans.
- Increased documentation of standardized test results.
- Greater satisfaction, self-pride, and sense of accomplishment relative to student achievement gain-score assessment.

In the area of **curriculum/instruction/student achievement measurement**, Career Ladder teachers demonstrated:

- Tangible, ongoing curriculum alignment with district objectives.
- Creation of locally developed assessment tools.
- Increased focus on higher quality content, skills, classroom materials, and instructional strategies.
- Heightened teacher and administrator awareness of the overall importance of sound curriculum development.

### Datasphere Inc. (1992-93)

Results of a survey distributed to school board members, administrators, career ladder teachers, and non-career ladder teachers concerning the impact of the Career Ladder Program on student progress and achievement:

“Teachers and administrators believe there are **very positive impacts on student achievement as a result of the Plan**. They attribute this belief to five aspects of the Career Ladder Plan:

- 1) increased attention to sequenced instruction
- 2) better teacher organization for instruction
- 3) attention to higher order thinking skills
- 4) preparation of better curriculum materials and
- 5) general strengthening of schools’ instructional programs.”

### Sloat (1994)

The following information resulted from an examination of student achievement in the original 14 Group 1 Career Ladder Districts.

#### **In comparing student achievement in Career Ladder districts with student achievement in non-Career Ladder districts:**

- A. Career Ladder districts out-performed non-Career Ladder districts in four areas:
  - 1) **Drop out rate** – From 0.04% to 1.86% lower dropout rates in Career Ladder districts between 1985-86 and 1991-92
  - 2) **Graduation rate** – 5% higher graduation rates for Career Ladder districts in 1991 and 8% higher in 1992
  - 3) **ITBS Composite NCE scores** – 7.95% higher Composite NCE Scores in Career Ladder districts in 1988, 8.14% higher in 1990, and 9.10% higher in 1991
  - 4) **1993 ASAP Average Scores** – Ranges from 4.67% to 5.81% higher Grade 8 Average ASAP Scores in 1993 Reading, Mathematics, and Writing assessments.
- B. In comparing the actual and predicted students’ NCE scores for students in Career Ladder Districts with those in non-Career Ladder districts, students in non-Career Ladder districts scored slightly above predicted scores (.417 NCE points higher than predicted) and **students in Career Ladder districts scored even higher** (1.45 NCE points higher than predicted).

**Sloat (1994)** *continued***In comparing student achievement in Career Ladder teachers' classrooms with student achievement in non-Career Ladder teachers' classrooms:**

- A. In 12 of the 14 Career Ladder districts, the students receiving instruction from teachers participating in Career Ladder programs had higher achievement K-6 than students receiving instruction from non-Career Ladder teachers.
- B. Across all districts, the NCE scores for students receiving instruction from Career Ladder teachers were **1.7 percent higher** than the NCE scores for students in non-CL classrooms.

### **Arizona Career Ladder Program Teacher Perception Survey State Totals (1998)**

Positive responses on a statewide survey indicated a perception among Career Ladder teachers that the Career Ladder Program has a positive impact on student achievement. Twenty-seven of the twenty-eight districts participating in the Career Ladder Program responded to the survey.

Sample Survey Items	Percent Indicating Strongly Agree and Agree
<b>The Career Ladder Program promotes</b>	
effective practices to <b>monitor student achievement</b>	87%
the attainment of <b>district and state student standards</b>	84%
<b>higher level thinking skills</b> appropriately in instruction	88%
strategies to <b>engage all students</b> in learning during instruction	86%
the use of <b>effective instructional strategies</b>	78%
the use of <b>research based instructional methodologies</b>	75%
the improvement of <b>student achievement</b>	88%

**Danzig (1999)**

All 28 participating Career Ladder districts are designed with multiple steps and levels, demonstrating a career cycle for teachers with expectations for contributions greater than just "years of experience".

An essential aspect of every district's plan is the **focus on teaching and monitoring of student outcomes**.

## **Sloat (2002)**

The following resulted from the comparative study between the 28 Career Ladder districts and the Non-Career Ladder districts:

**In comparing student achievement between Career Ladder and non-Career Ladder districts on the spring 2001 Stanford 9 assessment, Grades 2 through 8, Reading, Language, and Mathematics:**

- A. **Career Ladder districts out-performed non-Career Ladder districts** at every grade level, 2-8, in Reading, Language, and Mathematics as indicated by the **median scores**.
- B. **Career Ladder districts out-performed non-Career Ladder districts** at every grade level, 2<sup>nd</sup> through 8<sup>th</sup>, in Reading, Language, and Mathematics as indicated by the **mean NCE scores**. The level of difference indicated was **SIGNIFICANT**, statistically speaking, at all grade levels and in all subject areas except for 6<sup>th</sup> grade Reading.